

**MISSOURI DEPARTMENT OF CORRECTIONS
TRAINING ACADEMY
LESSON PLAN**

COURSE TITLE: Divisional

CLASS TITLE: Field Training Officers Certification

MODULE TITLE: Field Training Officers Certification

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Date: September 2005

OVERVIEW

This program will provide staff with the training needed to effectively develop and deliver skill based On-The-Job training modules to employees. During this program participants will discuss the different aspects and responsibilities that being an Field Training Officer will require. They will explore how the training cycle affects learning and will be provided with an opportunity to practice writing performance objectives. This program will culminate with a presentation activity designed to employ the concepts provided in this module.

PARAMETERS

Hours: 16

Space: Large Classroom w/ 3 breakout rooms

Number: 24

Audience: Field Training Officers

PERFORMANCE OBJECTIVES	EVALUATION TECHNIQUES
<p>At the conclusion of this course, participants will be able to:</p> <ol style="list-style-type: none"> 1. Given a topic, write a performance objective that meets the criteria identified in this training module. 2. Using a scenario worksheet, outline the steps need to complete a task, according to the specified criteria. 3. Using the OJT concept, develop and present a training module based on the guidelines presented in this program. 	<p>Evaluation techniques utilized by the trainer(s) to determine if the performance objectives have been met.</p> <ol style="list-style-type: none"> 1. Trainers' observation 2. Participant feedback 3. Processing questions

REQUIRED MATERIALS/EQUIPMENT/SUPPLIES NEEDED			
	Overheads	X	Projector screen
	Overhead Projector	X	Computer & LCD
X	Slide show		Television(s)
	Videotape Player		Video Camera
X	Posters	X	Masking Tape
X	Markers	X	Easel Pads & Stands
Videotapes:			
Other:			
<ol style="list-style-type: none"> 1. Performance Checklist. 2. extra large egg, 3. glass, 4. toilet paper tube, 5. water, 6. record album cover, 7. towel, 8. table top 9. a broom 			
<p style="text-align: center;">STUDENT HANDOUTS</p> <p>Title</p> <p>Participant workbook</p> <p>Task Analysis</p> <p>Core Task Matrix</p> <p>OJT Performance Checklist</p>			

INSTRUCTIONAL STRATEGIES

Lecture, Role Play, Case Study, Group Analysis, Demonstrations

REFERENCES

The following books and materials were used as a basis for this lesson plan. The instructor should be familiar with the material in these reference documents to effectively teach this module.

TITLE

1. Field Training Officers/OJT by the *National Institute of Corrections*
2. Foundations Skills for Trainers by the *National Institute of Corrections*
3. Training Design and Development by the *National Institute of Corrections*

TITLE

4. Mastering the Instructional Design Process by *William J. Rothwell and H.C. Kazanas*
5. How to Give it so They Get it by *Sharon Bowman*
6. Instructional Theory into Practice by *Madeline Hunter, Ph.D.*

Prerequisite Training/Certification: Trainer Skills Development

Curriculum Content Approved by:
Jim Wiseman, Regional Training Coordinator

Date Approved:

Curriculum Design Approved by:
Royce Hudson, Chief of Staff Training

Date Approved:

Original Date: September 2005

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ANTICIPATORY SET

Welcome to this training titled “Field Training Officers Certification”! In the recent years it has become more and more evident that On-The-Job Training, OJT, has often been forgotten after staff have completed their Basic Training and we need to take responsibility for this oversight. The purpose of the program is to develop a true connection between Basic Training and the OJT Program. Staff must attend both classroom and On-The-Job Training before they are expected to perform as autonomous staff members. During the course of this training program we will establish that connection, and give all of you the skills necessary to function as Field Training Officers (FTOs) at your institutions.

The program you will be receiving is based on a program that was developed by the National Institute of Corrections. What this program emphasizes is that OJT is a very key component of training in most agencies! Often times OJT is too informal or based on “shadowing” programs and therefore it is often less than successful in getting staff functioning at the performance levels desired. The program you will be receiving is a “formal” program that has specific elements that must be followed to ensure consistency. As the training unfolds we will discuss these specific elements in great detail.

Group Exercise

Prior to getting involved with the specifics of this OJT Program, I think we all need to get to know one another. In your table groups please accomplish the following items:

- Introduce yourselves to one another
- Discuss the status of OJT at your institutions
- Create a list of any deficiencies in OJT programs and list them on your easel pad
- Introduce your table group to the large group and discuss your list of OJT deficiencies
- Should take approximately 15 minutes.

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Ask Question: What “commonalities” did you notice in any of the deficiencies noted?

Possible Responses: Answers will vary.

Note to Trainer:

Trainer should point out the issues that were mentioned more than once.

Ask Question: Wouldn't all of you like to explore a training module that will address most if not all of the deficiencies we just discussed?

This question needs no response, as I hope that all of you would respond in the affirmative. Well, that's just what we're going to do, and here's what we have in store for you.

Performance Objectives

After completing this training participants will be able to:

1. Given a topic, write a performance objective that meets the criteria identified in this training module.
2. Using a scenario worksheet, outline the steps need to complete a task, according to the specified criteria.
3. Using the OJT concept, develop and present a training module based on the guidelines presented in this program.

Now that we know where we're going, let's get started with an overview of the Field Training Officers Certification Program.

Unfortunately, with the pressures of the job and the shortage of staff, what often happens is an abrupt training session at best. A training session that leaves the employee frustrated and often unable to complete the vary task that they were “trained” to do. Let me show you what I mean.

Note to Trainer:

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Begin role play with no introduction or preview. Trainer should sit down at the front table appearing to be very busy with paperwork. Then there is a knock at the door. Conduct role play with another trainer. Trainer should play the role of a disinterested FTO following a bad OJT model on handcuffing. Have second trainer knock at the door. You ignore him/her, finally acknowledge but don't show good IPC skills. Violate OJT teaching process by handcuffing trainee then have trainee handcuff you (i.e., trainee sees everything in reverse, worries about being handcuffed, not learning the process, etc.) Force a sign-off from trainee after only one try. Don't allow or acknowledge any questions. Training is not done from any apparent proficiency checklist document. (Trainer should make up a bad checklist sign off sheet on a easel pad) Trainer should appear more interested in getting it signed off than doing effective training.

Trainer Role Play

FTO: (After several knocks tell them to enter. Maintain focus on paperwork. Finally look at the new employee and say gruffly :)
"Who are you?"

New Employee: *"I'm (use name)."*

FTO: *"So what do you want?"*

New Employee: *"I was sent down here by the Captain to learn how to use handcuffs."*

FTO: *"Well, I've got a lot of paperwork to do, so let me check this out."* (Use prop phone and simulate confirmation of training. Act like it's an imposition and try to get out of training. Complete call and conduct simulation.)

FTO: *"Well, it looks like I have to do this so let's get started."*
(Stand up and pull out handcuffs) *"This is how you handcuff."* (Go through handcuffing very fast, using new employee to place handcuffs on, and stipulate the importance of maintaining control.)
"That's how you hand cuff and now it's your turn."

New Employee: (In nervous, unsure voice.) *"That's it? I'm not sure I understand and I've never even seen a pair of handcuffs"*

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before but I'll try." (Go through handcuffing very unsure and make the mistake of letting go of the handcuffs.)

FTO: (Yell at new employee) *"Don't let go of the handcuffs, Never let them go!"*

(After new employee completes process and removes cuffs from you, direct them to the sheet that reflects that they were trained and have them sign it. New employee should be reluctant but should sign the sheet and leave acting very unsure of their abilities.)

Ask Question: Did that appear to be a very effective method of conducting OJT? Why or why not.

Possible Response: Will vary, but hopefully all participants will agree that it was not.

Ask Question: What behaviors did the FTO exhibit that led you to believe it wasn't an effective method of training?

Possible Responses: Showed disinterest, had no checklist, and forced new employee to sign sheet.

As this training moves forward I think you will see that the program you will be learning will help ensure new employee OJT will not happen like that shown in the role play.

INSTRUCTIONAL INPUT

The OJT Program is a formal on the job training that occurs while staff are assigned to and working a shift. It is a structured program defined with written modules, observation reports and a formal teaching process. This program does two things very well for our agency:

Builds Skills: While classroom training, which provides information and knowledge and OJT that is directed to teaching

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skills do have many similarities, the most important aspect is that they both include application. This is especially true with OJT, where the **practice of the skill must be reinforced**.

Is Legally Defendable: It meets all of the requirements for training to be legally defendable including good documentation that captures all elements of defendable training, (which we'll be covering in-depth, a little later). In fact, the documentation from this kind of training is more thorough than most classroom-based training.

Some of the elements of the OJT Program are:

Performance Checklist/Observation Report: The document that explains the critical tasks/post, and gives a step by step listing necessary to complete the task. These are the critical tasks/posts that have been selected by your institutional leadership as the ones to be done during OJT. The Observation Report portion actually measures support for the duties of the job, which will tend to reflect agency goals and legitimate correctional outcomes.

Trained FTOs: In order for this program to work properly, staff conducting OJT must be formally trained. This means they are formally trained in the skills of the OJT teaching process as well as proficient in the tasks they teach.

OJT Program Manager/Institutional Training Officer: As the Institutional Training Officer it will be my responsibility to oversee the OJT Program, by monitoring activities, keeping the program current, and measuring quality indicators. As well as insuring the FTOs are consistent in following the teaching process, following the task steps and evaluating performance.

Documentation System: The OJT Program has a very good documentation system; perhaps much better documentation than most classroom training. The OJT training is documented through the Performance Checklist/Observation Report. Since this is formal training conducted in an informal setting, strong documentation is a major component of this training model.

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OJT Teaching Process: FTOs must follow the approved OJT teaching process. The same steps are taught to everybody using the same process, thus there is consistency and quality control—everybody is taught the same way. Consistency will come from all FTOs using the same teaching process.

In order to ensure the consistency of all these elements of the OJT Program we must keep in mind some of the main themes for a good OJT program or any quality training program for that matter:

“I tell you and you forget” – Most classroom training is hearing. Educational psychologists tell us we forget most of what we hear. When just hearing about a topic (a lecture or explanation), the retention is about 10%.

“I show you and you remember” – In the OJT Program, the student not only hears how to perform a task but watches a demonstration as well. The student begins to understand it. Just seeing something demonstrated raises retention to about 20%, but hearing it explained then immediately seeing it demonstrated raises retention rates to around 40%.

“I involve you and you understand” – Hearing and seeing something builds familiarity, but true comprehension and acquisition of the skill will require hands-on attempts with a trainer and individual practice. After seeing something explained and done properly by the trainer, the student has the opportunity to try it. When following this rhythm of OJT training, retention rates can approximate 80-90%.

We must always keep in mind that OJT is just as much work as classroom-based training. It requires a lot of development and preparation time. It takes time to create and field test all the modules you will assist in developing. A quality classroom program will provide both knowledge and application for the participants but to increase the skills of the individual there must be an OJT Program. However, the OJT Program cannot meet all of your training needs— while it will provide staff with knowledge, its primary function is to build skills.

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In order for this program to be effective the FTO has a very important role to play. The FTO must be:

- **A teacher** – Teaches through showing and explaining
- **A mentor** – Takes new staff under his/her wing and helps them through their first few weeks. They must be prepared to answer a lot of questions along the way.
- **A good coach** – Assisting new staff when they have performance problems. (Remember: even Olympic athletes have a need for coaches, and they are the best in the world.) Participants can't see themselves performing, so they need a coach to observe them. The FTO needs to help when they have problems. As a coach, the FTO helps trainees see their problems and helps provide solutions. The FTO is always there to catch the small errors/problems before they become big mistakes/problems.
- **A role model** – The FTO teaches by example. For example, if you tell staff not to swear and then turn around and swear, you are teaching them it is OK to swear. It is very important that the FTO looks and acts like a "recruiting poster" for the agency. They have to be the "model" for your facility.
- **A counselor** – He/she assists new staff when they have a problem that may have nothing to do with learning the task at hand.

Ask Question: What are the two things this program can do for our agency?

Possible Responses: Builds skills and is legally defensible.

Ask Question: What things must an FTO be?

Possible Responses: Teacher, mentor, coach, role model and counselor.

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Ask Participants: How can being a good role model affect the OJT Program?

Possible Response: They will inspire the right attitude and professional qualities that is desired in a employee.

Now that we have discussed the key elements and benefits of this OJT Program let's look at one of the tools we use to make this program consistent and defensible. This Performance Checklist/Observation Report was developed specifically for the Missouri Department of Corrections. You'll note that it is somewhat different than the one you are currently using. The one you've used previously also included an observation component and as you will see later in this program, that component is now separate from the performance checklist. This current format functions as a miniature lesson plan for the critical task/post at hand, with all the items required that make it defensible training:

- **Critical Task/Post title**
- **The trainee's name**
- **A performance objective**
- **The task's steps (step by step instructions)**
- **Columns for documenting the training**
- **Proficiency sign-off block**

Note to Trainer:

Tell participants that each of these will be addressed during the training. Refer participants to the manual and briefly identify the Performance Checklist.

Please note the OJT teaching process (critical components) are found in the upper right hand corner, and all the required steps for successful completion of the task are found along the left column.

Trainer Demonstration

Note to Trainer:

The goal of this activity is to demonstrate the power and precision of the OJT model using a non-correctional topic. Select a willing volunteer from the participants and demonstrate the egg trick using the OJT teaching process. Utilize the Performance Checklist titled "The Egg Trick". After the trainee has

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been trained in the egg trick, make the observations as noted.

Materials needed: Performance Checklist. Extra large egg, glass, TP tube, water, record album cover, towel, table top and a broom

If this OJT technique is as powerful as I say it is, I should be able to teach someone a new skill. As an example I am going to train a volunteer in **The Egg Trick**.

As we move through this demonstration keep in mind that you need to explain the steps and the importance of doing the skill exactly as on the checklist.

Note to Trainer:

Perform the “egg trick” following the 11 step process.

PERFORMANCE OBJECTIVE:

Following a demonstration by the ITO, perform “The Egg Trick” without breaking the egg.

Steps:

- Gather all materials: Extra large egg, glass, TP tube, water, record album cover, broom, towel, table top
- Fill glass 2/3 to 3/4 full with water.
- Place glass 2 inches from edge of table.
- Center album cover on top of glass.
- Center TP tube on top of album cover.
- Check centering: check 2 angles and 2 sides.
- Place egg on top of tube (large end down).
- Center broom in front of glass.
- Push in broom with foot until even with edge of table top.
- Push down bristles with foot.
- Pull back broom handle to chest.
- Release broom handle.
- Egg will fall into glass unbroken.

Ask Participants: What did you notice about the teaching process of this demonstration?

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Possible Responses: Very detailed, made the participant feel comfortable, very step by step method, etc.

Ask Participants: How do you think this method of training will affect the programs you are currently presenting?

Possible Responses: Will vary.

Ask Participants: Why is the participant only temporarily proficient?

Possible Response: You only know that they can perform the task under your supervision and not back on the job. They need time to practice and truly become proficient at the skill.

Ask Participants: What indicator will tell the FTO when the participant is proficient?

Desired Response: The performance objective was met.

To ensure that the right person was selected to provide training to new staff, your qualities, traits and your ability to communicate were evaluated.

Ask Participants: Why do you think this was done?

Possible Responses: The success of this program depends on you and your abilities. The higher quality that goes into the program, the higher trained and better skilled our staff will be.

Now that you have ideas about why you were selected as an FTO, the next step is to begin learning about the process of developing an effective OJT training program.

The next topics that we will cover are the legalities of training, "The Training Cycle" and "Post Analysis and Core Task Identification", which will teach you how to identify the training topics that are appropriate for an OJT Program.

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Most agencies find themselves extremely busy with constant pressures on their resources. This pressure on resources, namely staff time, is even more complicated when vacancies occur and new staff must be hired and trained. It can also be exacerbated by poor performance by existing staff. Training may become a second priority when resources are so scarce and over taxed unless we clearly understand the importance of training and the repercussions of failing to train. Second, with scarce resources, we can ill afford ineffective training. Why waste these scarce resources?

Ask Question: What is the importance of training? Why Train?

Possible Responses: Reduce liability; Gain consistency; Increase professionalism; Increase performance, etc.

Your responses to the question “Why Train?” shows us that training has many goals beyond providing knowledge to employees. Whatever we are trying to achieve with training—greater efficiency, staying out of trouble, meeting standards—the primary goal of training is to change behavior to increase performance on the job. New employees with no experience have to have training to perform the job, we have to teach them how to perform. Existing employees may not be doing the job correctly, eg. At one point they performed to standard but may have gotten rusty or developed shortcuts. Sometimes behavior needs to be corrected or changed.

When considering the “Why Train?” question, the word liability keeps popping up. There is a direct relationship between liability and the obligation to train staff. The courts have held the following when discussing correctional training:

- Training is not an option.
- It is an affirmative duty of the administration to provide staff the “tools” knowledge and skills needed to perform the job.
- The courts say you don’t have to train if you can guarantee that no constitutional violations will occur; but if they do and

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an incident occurs where staff are not adequately trained, “You proceed at your own peril”. It’s like car insurance; you can drive a car without it, but you better have it if you ever have a problem.

- Liability can occur if a plaintiff can show a linkage between a mistake on the job and a lack of training, that is, a reasonable person would conclude the mistake could have been prevented through training.
- Training equals prevention (staff make fewer mistakes when they are well trained) which results in liability reduction.

So how can we meet these mandates? There are key elements of Defendable Training and why put all the work into a training program if you can’t defend it? These are the defendable points that your training program must have:

- **Performance Objectives:** Are statements which identify the specific knowledge, skill, or attitude the learner should gain and display as a result of the training or instructional activity. They are the desired learning outcomes.
- **Lesson plan:** Contains the content of the training.
- **Job Related:** This is determined based on a job task analysis or needs assessment.
- **From an Appropriate Source:** The training was conducted by a source with recognized expertise in the subject that must be supported by one of the following:
 - Qualified by credentials
 - Qualified by knowledge and/or skills
 - Qualified by performance

Ask Participants: Does this mean that you can’t present a program unless you are an expert in that area? Why or why not?

Desired Response: No. Just because you are an expert in a

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certain subject area, that doesn't make you the appropriate person to present a program. There is more to training than just making a presentation. You have to be able to present a program that ensures that the transfer of learning occurs. What it does mean, is that the content of the program **must be developed from credible resources and that as a trainer, you need to be well versed in this information.** This means that you need to complete research that goes beyond what is in the lesson plan.

- **Sufficient Duration:** Must be a reasonable connection between the length of the training and the complexity of the topic.
- **Sufficient Quality:** You need to show that the training was effective by evaluating the trainers, the training, and especially the participants. The best evaluation also looks at not only information or skills learned during the training, but also for application on the job.
- **Appropriate Staff are Attending:** Staff whose duty it is to perform the task. You need to make sure sign-in sheets and rosters are completed.
- **Carefully Documented:** All of the above listed items must be well documented to assure the training is formal and taken seriously.

The question is, how are we going to develop training that will meet all the needs and yield improvements in employee behavior on the job? The answer lies in following the *Training Cycle* for training development.

The *Training Cycle* is a training development strategy that is a problem-solving process. It is used for solving the problem of training new staff to perform their job tasks and to address performance problems of existing staff. It is a multi-step problem solving process:

Step 1: Assess the training needs. What problems are we trying to address with training? What subjects need

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to be addressed?

- Step 2:** Establish the goals of the program and the performance objectives that will be achieved by the participants through the training.
- Step 3:** Design the curriculum with exercises that meet the performance objectives and insure that application occurs.
- Step 4:** Conduct the training by the chosen method (A pilot is often recommended to ensure that the training meets it's intend goal.)
- Step 5:** Evaluate the results of the training. "Did it solve the problem?" Evaluating the training results is re-assessing the training need. Did the behavior improve? Did something change? If the training didn't solve the problem, change the approach, or assess the need differently.
- Step 6:** Revise the training based on the results of the evaluation.
- Step 7:** Make additional evaluations as the training continues. Remember that there could be dynamics that will require changes in the training program.

The *Training Cycle* needs to be thought of as circular and on going. This doesn't mean that you will always be working on the same project but it does mean that programs can change and will require your attention to keep it operating effectively.

Remember, problems can only be fixed by training if they result from a lack of knowledge or a lack of skills. Remember, not all problems are a result of a lack of training and therefore cannot be fixed by training.

Ask Participants: What type of things will training be unable to

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address?

Possible Responses: Unclear policies, insufficient supervision, personnel issues, etc.

Now let's look at how this model applies to new staff and existing staff:

- **Determine Need**

Traditional thinking was that new employees are like an empty vessel, that they need all of the knowledge and skills to perform on the job. While it is true that they will need the specific knowledge and skills that relate to the job, it's important that you don't discount the life experience that they bring to the work place. They will have something to offer and as adult learners, will resent not being able to contribute. However, to transfer the correct skill to the job, you need to determine what training truly needs to occur.

- **Analyzing Need**

Once you have determined what training is needed you need to analyze the need to decide exactly how the training should be developed. Analyzing the training need for new employees involves post analysis. What are the steps and responsibilities that must be accomplished? For existing employees, this involved identifying performance problems—i.e., errors, omissions.

While existing employees are familiar with many of the concepts and skills that are required for their position, they will need training to update their knowledge and skills or to correct performance problems.

- **Critical Tasks**

For new employees, critical tasks = module titles.

Performance deficiencies = module titles for existing staff

- **ID the Media Needed to Address Training Needs**

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For new staff, media typically includes classroom and OJT

Media for existing staff are often individualized prescriptive training—but, if several individuals have the same problem, the training could be grouped together.

- **Pick the Best Strategy**

So how are you going to “pick a strategy”? Strategies need to be developed or selected that best convey the information to the participants. OJT media tends to focus on physical skills that employees need to learn. The FTO needs to:

- be aware of the knowledge needed to perform the task,
- the skills needed to perform the task, and
- be able to transfer the belief that the task can be performed.

As trainers we need to realize and accept that these needs have to be addressed in order to transfer knowledge. To transfer knowledge you need to determine what you want your participant(s) to learn or the goal of the training, and then determine how you’re going to provide them this information. You need to consider how they are going to apply the information at work and to do this you need to decide what you want them to do in training.

Lets look at this example:

You are a passenger on an airplane and you’ve just been told that the plane is getting ready to land. You need to ask yourself;

- Do you want the pilot to be able to list the landing instructions, quoting the steps when landing? Or,
- Would you rather the pilot had practiced landing the plane, under the guidance of a certified flight instructor?

Will the pilot be able to list the landing procedures? Probably but that doesn’t mean that he/she can land the plane? Only after

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practicing does he/she have the skills needed to perform the task.

Let's look at another example a little closer to home.

Trainer's Roleplay

"Here is a supervisor who is working in his office when a fire drill goes off. Fortunately, he has just attended a training on fire evacuation. In this training the participants had to recite the steps for evacuation and then sign off that they had attended training. Let's see what happens when he puts his training into practice"

(Begin roleplay seated in chair.) **"RING-RING!!!"** Look confused, then stand up and say the following:

"Wow! It's the fire alarm. It's a good thing I went to training on what to do in case of a fire. Let me see, In case of fire take the following steps:

Step 1: Immediately send a few trusted individuals to quickly search the building for smoke, fire, heat, flooding, fumes or any other threat and report back as quickly as possible."

(Look around the room and say to yourself) "Great, where am I going to find a few trusted individuals in this room, let alone get them to report back if there is a fire. I guess that I better move on to step 2."

Step2: Make the following announcement: "Everyone please remain calm and in your seats while we check to see what the source of the alarm is so we can accomplish a safe evacuation from the building if necessary. We will provide specific instructions to you momentarily."

(Look around the room and say to yourself) "Boy, I sure wish that those trusted individuals were here. Maybe they would know what the specific instructions would be. Maybe I should call someone? No, that wasn't in the steps. I better move on to Step 3 except that I can't remember Step 3. I hope it wasn't important."

Step 3: If a determination is made that there is reason to evacuate the building, evacuation should be conducted section by section as you direct, with those sections closest to the safe exits directed out first. "Please remain in your seats until directed to leave. Please leave quickly but safely, section by section, in an orderly manner."

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Now I remember #3 but I still don't know if there is a fire . Oh well, I guess that I need to evacuate the building just in case. I wonder which section is closest to the safe exit? I guess I'll have to guess and hope everything works out.

Ask Participants: What happened in this role play?

Possible Response: Individual didn't know how to evacuate during a fire, he/she didn't learning anything from their training.

Ask Participants: Why do you think they didn't know how to evacuate, after all they went to training?

Possible Response: They weren't trained to evacuate only to list the steps to an evacuation.

Ask Participants: How can you use your conclusions about the problems with their training to correct the problem?

Desired Response: Retrain them to show them how to actually evacuate a building, or have them practice an evacuation.

Exactly. You need to focus on the skills that they truly need to learn. Whether they are landing a plane, evacuating a building, filling out a form, or putting handcuffs on an offender, you need to focus on training that actually has them **apply** the skill.

Regardless of the training topic you are working with, the key aspect to consider is how you are going to get the participants to apply the information. In our next exercise we are going to explore this concept.

GUIDED PRACTICE

Hold a brief discussion in your groups and determine how you would train your participants in the topic. Focus on the application. What do you really want them to be able to do? Think about the skill you want them to perform. Come to a group consensus answer so that you can justify it. At the conclusion of approximately five minutes be prepared to share your answers with the large group.

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Topic	Instructional Strategy
<i>Cell Search:</i>	Have them practice a cell search under the guidance of an experienced staff member.
<i>Correctional Standards:</i>	Have them analyze a situation and determine the correct course of action.
<i>Fingerprinting:</i>	Actually have them practice taking fingerprints.
<i>Offender Rights:</i>	Provide a case study to determine if the offender's rights were violated.
<i>Distributing Mail:</i>	Allow them to assist in distributing mail.
<i>Distributing Offender Medication:</i>	A tricky one. The actual distribution is a skill but you will need to know what medication you are distributing and that would be knowledge or information. Practice providing medications that have been double checked by a qualified staff member.
<i>Supervising an HIV/AIDS infected child molester who is a relative:</i>	This would be a difficult project that would need multiple strategies. A case study or an activity to examine the policy, and practical application that would allow the participant to apply the security measures and an opportunity to examine the ethical issues that this situation produces.

Ask Participants: What stands out about this exercise?

Possible Response: That determining what training strategy should be used is often difficult, and it is easier to identify skill based topics and develop practice opportunities for them.

Ask Participants: How can you use this information to assist you in developing training programs?

Possible Response: It will aid me in determining what I want them to actually do while they are on the job.

INSTRUCTIONAL INPUT

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The bottom line is that for training to be truly effective you as a trainer, have to supply the information needed to perform the task, provide an opportunity for the participant to practice the skill, and reenforce the belief that the task can be achieved in the desired manner.

An example that can be used is getting a driver's license. First, you have to get the driver exam book and study the book **(information)** to pass an exam for a learner's permit. Then you have to practice your driving skills **(skills)** following the motor vehicle laws **(beliefs)** of the state. Once you are successful in these areas you can take a driving test and if you pass, then you are declared ready to drive on the streets without supervision.

A fully trained individual is someone who is trained *holistically*. They have a good grasp of the content, are able to perform the task at a specified level, and believe that the task should be performed in a certain manner to be effective. Proficient in the *information* - they have the technical knowledge; proficient in the *skill* - they have obtained the motor skills through practice; and proficient in the *belief* - they believe in what they are doing and are using these skills based on this belief.

What is truly important is that **you select the correct strategy to train your participants in the area that they need.**

In the Trainer Skills Development class you were introduced to the concept that there are numerous instructional strategies and that to ensure the transfer of learning takes place the correct strategy must be selected. This also holds true for OJT but how do you select the correct strategy?

Remember that what you are going to be providing is primarily a *"physical"* skill based training and the strategy has to reflect an opportunity for application of that skill. Consider how you are going to get to that point. You need to analyze needs and design training to meet those needs. For example:

- Identify the need – Do you need an OJT Program? Are new employees performing on the job without errors?

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- Design and develop curriculum for your OJT Program
- Implement – Train new staff
- Evaluate – Are you having the intended impact? Are new staff beginning to perform proficiently on the job?
- Analyze problems – Is it a lack of knowledge and skills in participants? You need to modify OJT and Academy program strategies. Is the OJT Program structure that is the problem? Is it a lack of clear direction and supervision? Is it a personnel problem, i.e.-hiring, etc.

Note to Trainer:

Remind the trainer that, while they must support the training in their actions and statements (in fact, they may be very passionate in their belief), it doesn't necessarily mean that the participant will feel the same. As trainers, all we can do is support an environment that promotes learning and provide them with the opportunity to acquire new skills.

Remember all you can do with training is provide knowledge and skills!!!

Up to this point, we have discussed the OJT Program, you witnessed a demonstration of the OJT teaching process, we discussed the ideal traits of an FTO, and covered the *Training Cycle*. The next step is to apply the model to identify OJT training topics.

One way to determine these OJT training topics is to conduct a Job Analysis. Conducting a job analysis is a lot of work, and it takes a lot of time!

Ask Participants: What are some reasons you can think of to conduct a job analysis?

Desired Responses: In order to develop defensible training for employees or to identify relevant topics for your new employee curriculum.

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Basically the courts have said that new employees are like an empty goblet. They need to be filled with all needed knowledge and skills that are relevant to the job. In order to determine what “all needed” means, a job task analysis needs to occur.

Note to Trainer:

Tell participants that a job task analysis is an in-depth evaluation of a specific position. This analysis consists of determining duties, tasks and steps that are required of that position.

In 2004 an extensive task analysis was completed by Caliber Press for the position of Corrections Officer. Additionally, the Academy has performed numerous task analysis using the DACUM process. DACUM, which stands for “**developing a curriculum**”, is a streamlined process which identifies the duties and tasks of targeted positions by using a focus group of highly experienced incumbent workers. While both processes will provide quality information of a particular classification, the focus for the OJT Program will be different, so don’t get excited by thinking that the job is truly done.

While this job task analysis did examine the different duties and tasks of the Correctional Officer, it isn’t going to give you the information that you’ll need for developing your OJT modules. Rather than developing a task analysis of a position, you will need to determine the tasks associated with a specific post at your facility. However, before you can begin completing post analysis you need to be aware of some basic terminology associated with the analysis process:

POST: A place to which someone, a Corrections Officer in this instance, is assigned to work. The duties and tasks performed by the Officer will constitute the post.

DUTY: General responsibilities under the post. Usually 8-12 or even up to 15 duties constitute a given post. A duty is a major functional area, and often can sound like chapter headings in the institutional policy and procedure manual. A duty is an on-going responsibility with no definite beginning and end. Persons assigned to this post are held accountable for a given duty

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continuously. Duties can often be cited in post orders. A duty is supported through a group of related tasks and sub-tasks. Duties tend to become the titles of major sections of the OJT training program.

DUTY: A general area of competence that successful workers in the occupation must demonstrate or perform on an on going basis. Duties don't have a definite beginning and end.

TASKS/SUB TASKS: Specific activities required to fulfill duties on-the-job. Tasks have a definite beginning and end, and are easily observable. Tasks are specific enough that it is easy to determine if the desired results are accomplished. Tasks are very specific ways of implementing a given duty. Some tasks, while specific in nature, are complex enough that they require sub-tasks that support the overall completion of the task. Any given post may require performing numerous tasks. Tasks tend to be the topics of OJT training modules, and defines "what" must be done. Remember, tasks = modules!!!

TASKS/SUB TASKS: A work activity that has a definite beginning and ending, is observable, consisting of two or more definite steps, and leads to a product, service or decision.

ACTIVITY/STEPS: The lowest level of behavior required in a job. Describes specific steps or behavior required in order to achieve a given task. These steps are performed in a relatively short time period. The activities or steps are those items listed on an OJT training module that explains "HOW" the task is accomplished.

ACTIVITY/STEPS: Very specific "how to" or implementation statements involved in accomplishing an associated task.

GROUP ACTIVITY

Let's check your understanding of these distinctions by having you take the Post Analysis Quiz. Please turn in your manuals to the page titled "Post Analysis Quiz". In your table groups, discuss

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each item, come to a group consensus for each, and then mark Post, Duty, Task or Activity/Step for each item. This activity should take approximately 10 minutes. Each group should select a group spokesperson, and be prepared to defend your selection for each item.

JOB ANALYSIS QUIZ	
Post/Duty/Task/Activity/Step	Function
01. Providing for facility security	Duty
02. Placing time card in rack	Activity/Step
03. Issuing cleaning supplies	Task
04. Housing Unit Officer	Post
05. Distributing Commissary	Task
06. Assuring Offender Rights	Duty
07. Double-locking a handcuff	Activity/Step
08. Searching a visitor	Task
09. Control Center Officer	Post/Duty, it depends
10. Controlling offender movement	Duty
11. Conducting a formal count	Task
12. Offender behavior management	Duty
13. Roving Patrol	Post/Duty, it depends
14. Placing offender request form in Sgt.'s box	Activity/Step
15. Breaking up a fight	Task
16. Putting key ring in locked cabinet	Activity/Step
17. Providing for offender safety	Duty
18. Conducting an offender orientation	Task
19. Placing a radio battery pack in charger	Activity/Step
20. Supervising Food Service activities	Duty

For some of the items we just discussed, it depends upon your

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perspective and the logic applied. The point is to identify and analyze all the components of a given post, and perhaps not spend too much time arguing if a given item is a task, sub-task, or step. Duties should be relatively clear—on-going responsibilities supported by specific observable tasks.

We've discussed the definitions and differences of posts, duties, tasks, and steps but, we really haven't discussed the "how to" of conducting a post analysis and the "how to" of identifying those "core" tasks.

Now, let's get specific about how to conduct a post task analysis and identify core tasks with some group brainstorming activities.

Part I - Group Brainstorming Activity

Note to Trainer:

Brainstorm #1

Emphasize this is not to identify core tasks but simply the total volume of tasks ("gross task list"). Have them make a list on a piece of paper at their table. After a few minutes, go from table to table asking for one method from each group. Write their responses on a easel pad.

Each group will be given the Post of "Housing Unit Officer". Given this Post, what are some specific methods for identifying all the tasks associated with it? Brainstorm several ideas in your group. These should be methods you could take back to your institution and implement that would yield a comprehensive list of specific tasks. Take about 5 minutes to complete this activity.

Ask Participants: Of all the ideas that were generated, which method do you feel would be the most efficient? And why?

Desired Response: Incumbent panel, for the reasons stated previously in the notes to trainer.

Note to Trainer:

After all the groups' ideas have been exhausted, bring them to the conclusion that an "incumbent panel" is an effective yet easy way of surfacing gross task lists. The incumbent panel process, similar to the DACUM process that has

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been utilized previously in the Missouri Department of Corrections, involves bringing together a group of experienced staff who occupy the job class with a facilitator who coaches them through a series of exercises which yields duties and tasks on 3x5 cards or sticky pad notes. After identifying duties and tasks, the facilitator assists the incumbent panel arrange them into a job analysis structure. Show example of DACUMs and structures

Part II - Group Brainstorming Activity

Now, given a gross list of tasks, how can you next measure how “frequently” each is performed and how “critical” each is to the mission of the agency? Again, hold a discussion and have a group recorder keep a list. Think very specifically about this process.

Note to Trainer:

Brainstorm #2

After about five minutes, elicit responses from tables and write responses on a easel pad. After discussing their responses, emphasize the easiest, and probably most effective method, would be to re-convene the incumbent panel and have them “vote” or arrive at consensus for frequency for each item.

Also emphasize that “Criticalness” should come from employees who are at least one step above the staff who man the post. (such as supervisors or above for corrections officers) The theory is that staff who work the posts can judge frequency but do not have the perspective to judge criticalness. The higher the better when judging criticalness.

Ask Participants: What do you consider the most effective method for measuring the frequency of tasks performed at your institution? And why?

Desired Response:

Incumbent panel, for the reasons discussed above in notes to trainer.

Ask Participants: What do you consider the most effective method for measuring criticalness of tasks performed at your institution? And why?

Desired Response: Panel of supervisory staff, for the reasons discussed above in notes to trainer.

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One concept that you can use is a Core Task Matrix, that can be used to measure and select frequency and criticality.

Note to Trainer:

Provide participants with Core Task Matrix.

FREQUENCY			
	Critical		
	H	M	L
Hourly			
Daily			
Weekly			
Monthly			
Semi-Annually			
Annually			
Rarely			
Never			

Next you will have the opportunity to confirm your learning about post analysis by identifying a task for which you want to write an OJT module to deliver in your small group this week. Good OJT Programs need to address the skill based tasks being performed in your institutions. Next, we will discuss these tasks and you will have the opportunity to select one of the skill based tasks that you want to write an OJT module around. This module will then be delivered in your small group during this program.

One of your assignments during this program will be to develop and deliver a ten-minute OJT module to a member of your small group near the end of this training. You need to identify a topic for which you will develop an OJT module. During the remainder of this training you will have the opportunity to fully develop the training module, specifically you will write a performance objective, develop a checklist of task steps and gather props and materials

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needed to train another person.

There are some rules that must be followed in selecting your topic:

- Must be job related;
- Must be based on a physical skill;
- Must be very simple;
- Must be brief; you must be able to demonstrate the task three times in ten minutes;
- Any required equipment must be brought to class for the demonstration, (no simulations);
- It cannot involve use of force or defensive tactics;
- It cannot simply be filling out a form;
- No one else in your small group can have the same topic.

Ask Participants: What questions do you have about your assignment?

Possible Responses: Will vary.

Okay, now that we've discussed what you'll be doing I want to give you the time to work on this project.

GUIDED PRACTICE

Individually, use the information that we have just discussed to select a task that would be performed by a housing unit officer. Prior to selecting your task, you need to ensure that the task meets the rules that we have just identified. You will be required to justify your task selection.

Note to Trainer:

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When the participants feel they are ready, they should review their worksheet with their group facilitator and request approval. Group facilitator should double check participant's task to ensure that it meets the specified criteria. Group facilitators should also make sure to watch for topics that are too broad, too complex, or simply too long to present three times in ten minutes. This process should take approximately ten minutes. Processing for this exercise will occur individually as the trainer reviews the participants work and at the end of the final presentation.

INSTRUCTIONAL INPUT

Now that you have selected your topic the next step is to develop a statement of what a participant needs to perform in order to be considered trained in that topic. Those specific statements are called performance objectives, and your next task will be to write one for the topic you selected.

When writing a Performance Objective, remember that there needs to be a specific outcome or goal for every task that training is developed around. There needs to be a way to tell if or when the participant has achieved this goal. Well written performance objectives are a must for any training program and can help fill that function in an OJT Program – for the participant, trainer and the administration.

Performance Objectives help by defining three areas:

- What equipment is used or the information needed;
- What you want your participants to be able to do as a result of the training; and,
- How well you want them to be able to do it.

Performance objectives really define what it means to be proficient at a given task, and therefore allow you to judge when it is time to sign off on the check sheet. A good performance objective:

- describes the environment under which the work is to be performed,

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- describes the observable behavior,
- and tells how well, how quickly, or how many they will have to perform.

Based on the performance that occurs after the training you can then determine if you should “sign off” on the individual’s checklist.

A well written and effective performance objective has three distinct parts:

- **Condition**
- **Action phrase/verb**
- **Criteria**

The condition is what occurs that allows or causes the intended learning to take place.

Ask Participants: What could be some examples of a condition?

Possible Examples:

- after completing the self learning workbook...
- after a demonstration...
- after a short lecture...
- after participating in a group discussion...
- after reading a book...
- given a floor plan and assignment...
- after explanation, demonstration and practice...

In other words, what is the “condition” that occurs or is met that

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enables the learning to follow? (Generally it is what the trainer does or sets up.)

The action phrase (it contains an action verb) /verb, describes what the participant will actually “do” concerning the learning.

Ask Participants: What could be some examples of an action phrase or verb?

Desired example:

- demonstrate (a well-being check)
- perform (a strip search)
- conduct (a count)
- prepare (a housing unit log)
- create (a plan for)
- apply (during the next shift)

The criteria defines the level of performance or standard for proficiency required by the agency or organization.

Ask Participants: What could be some examples of a criteria?

Desired Example:

- following all the steps defined in procedure IS21-2.2...
- 3 times in a row with no errors...
- finding four out of five contraband items...

Ask Participants: How about using the term with 100% accuracy?

Possible Responses: Responses will vary, trainer should allow

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discussion about why the term 100% accuracy should not be used in a performance objective. The trainer should emphasize the following about 100% accuracy.

This is not really a good standard to set since 100% is really not defined. If your standard is something done correctly, state what doing it correctly would mean or what you would observe. Chances are it will reflect those examples stated above. While 100% sounds good, when you think about it, it really doesn't tell you with any precision when to sign off. Clearly state the behavior or result you want.

In addition to having these three components it must also be clear, concise, measurable and realistic. Take care not to write compound performance objectives. In other words, keep them simple. If you find more than one verb, you maybe trying to achieve too much in one objective.

Since you are primarily developing OJT modules to address skill building, you need to make sure the performance objective you write addresses the application (the "to do") of that skill you want the **participant** to do, not the trainer. This can be a challenging concept and I want to give you an opportunity to practice.

GUIDED PRACTICE

In your groups analyze the performance objective you are assigned. Identify the three parts of the performance objective and determine if it could be better written. Select a group spokesperson, document your results on a easel pad and be prepared to report in approximately ten minutes.

#1 After a short lecture, participants will correctly identify all three parts of a sample performance objective.

- Condition=After a short lecture
- Action phrase/verb =identify
- Criteria =all 3 parts
- Possible improvement would be to eliminate the word correctly

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#2 After completing a programmed learning booklet, participants will write a skill based performance objective.

- Condition = After completing a programmed learning booklet
- Action phrase/verb= write
- Criteria = skill based performance objective
- Possible improvement would be to “beef up” the criteria, e.g., “a performance objective that contains all three parts”

#3 After viewing a pat search video, participants will reproduce the search technique described in the video.

- Condition = After viewing the pat search video tape
- Action phrase/verb= reproduce
- Criteria = as described in the video
- No suggested improvements

#4 Using the egg-master’s guidelines, participants will recreate the egg drop without breaking the egg.

- Condition= Using the egg-master’s guidelines
- Action phrase/verb= recreate
- Criteria =without breaking the egg
- No suggested improvements

Now, lets take this a little farther and have each group write a performance objective for a topic that I’m going to provide. Please write the performance objective on an easel pad page and identify someone to present it to the large group. You have 10 minutes. Analyze and check your product before finalizing by identifying the 3 parts and determining that the skill can be applied. Your topics are non-corrections related, and I want you to have some fun with them:

Group #1 Bungee Jumping

Group #2 Juggling Sharp Knives

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Group #3 Driving a Stick Shift Car

Group #4 Hanging Wallpaper

Note to Trainer:

The instructor should move to the back of the class and force the other groups to analyze the PO's by asking the following question: What are the three parts and can the skill be performed? Have the other groups suggest modifications or alternatives for each. If it seem appropriate, have the "author" group make changes based upon the suggestions.

Ask Participants: What are the three parts of a well-written performance objective?

Desired Response: Condition, Action phrase/verb and Criteria.

Ask Participants: When writing performance objectives for OJT modules what should be the goal?

Desired Response: To have the participant apply the skill that is to be learned.

Ask Participants: Why is it important to have all three parts of an objective?

Possible Response: It will reflect the condition that is to be performed, the action that is to take place and the level of accuracy to be preformed.

Ask Participants: How will the performance objective affect the skill that is required of the participant?

Possible Response: The performance objective must be written so that it reflects what the participant must be able to perform on the job.

GUIDED PRACTICE

Now that we've covered the format and function of performance objectives, for the next 20 minutes please write the primary

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performance objective addressing the topic you have selected for your module. Make sure it is concise, addresses skill based level and includes all three parts.

After you have written your draft, work in pairs at your table and review each others' objective. Ask your partner to identify the condition, action phrase/verb, criteria and how the skill can be performed. When you have finished have your group facilitator review and sign off that you have completed.

Note to Trainer:

When the participants feel they are ready, they should review their performance objective with their group facilitator and request approval. Group facilitator should double check participant's objective to ensure that it meets the specified criteria. Group facilitators should also make sure to watch for performance objectives that are too broad, too complex, or simply too long. Processing for this exercise will occur individually as the trainer reviews the participants work.

INSTRUCTIONAL INPUT

Now that you have identified a module title and written a performance objective for that module, the next step is to develop the actual OJT Performance Checklist. This becomes the actual step by step instruction for the successful completion of a task.

In the traditional classroom setting, we prepare a lesson plan. It has a topic title, performance objectives and an outline of the information that will be provided. The equivalent of lesson plans for OJT are the Performance Checklists. These **checklists provide** the following:

- Simple step-by-step instruction for staff to follow
- Documents the completion of steps in the OJT process
- Documents proficiency and thus documents that we have successfully trained that staff person

Listed below are the **elements of a Performance Checklist:**

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- Module title
- Performance Objective
- Name of the Participant
- Name of the FTO
- *List of the task steps:* Precise step-by-step instruction for completion of the task
- Columns for initials and dates confirming the completion of each step in the process
- Certification statement and signature block w/participant and FTO signatures
- Block denoting training hours

With the elements of the Performance Checklist complete, the next step is to identify the sequence of steps to successfully complete the task:

Lets look at an example of how the steps can become crucial to the success of accomplishing your mission.

Note To Trainer:

Share this anecdote with class: There is a person who works in the missile fields of the upper mid-west programming targets into the missiles. If he took short cuts rather than following the prescribed steps (three hours), he could do it in about 1/3 the time (45 minutes). Would you really want him to take shortcuts? How does your administration want things done in your agency?

- Create a step-by-step list of instructions on how to complete the task (Brainstorm or envision the task steps.)
- Think simple steps—1,2, 3, etc.
- Don't assume anything—write down each step

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- Limit it to 8-15 steps—if it is longer than 15 steps, break it into sub-tasks (each of which would be an OJT module).
- To get precision, use the Scenario Development Worksheet to draft the steps, identify all the “actors” involved, equipment required, etc.

Group Exercise

Note to Trainer:

Draw a scenario worksheet format on an easel pad. Trainer will lead an exercise to illustrate the use of the scenario worksheet and also to emphasize the volume of steps involved in even simple-sounding tasks. Also, emphasize the precision and proper sequencing of steps.

Facilitate the information for the list. Write suggested steps on the easel pad, making sure to note any significant actors or equipment required. Have fun but make sure the steps are precise and in the proper order. Certain steps may be sub-tasks, eg. Checking the oil, getting gas in the gas can, sharpening the blade, etc.

Take a few moments and let the group arrive at some conclusions about the necessity of being precise in instructional steps. Encourage them to transfer that awareness to themselves when writing the steps for their module.

Now I want to give you an opportunity to see how the Scenario Worksheet really works. I’ve just completed a job analysis on the job of “Homeowner” and in my analysis I have identified several duties, one of which is “Lawn Maintenance”. Under Lawn Maintenance, I have identified many individual tasks such as trimming shrubs, edging the lawn, watering and fertilizing the lawn, raking, etc. One major task identified was “Mowing the Lawn”.

I’m going to need your help on completing this project. I want you to help list all the steps involved in mowing the lawn so that you can write an instructional checklist for someone to do it while you are gone. The list must be so precise that a lawn-mowing rookie could pretty much perform the task unaided.

Ask Participants: What challenges did you encounter while building the scenario worksheet for “Mowing the Lawn”?

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Possible Responses: Responses will vary. It should be brought out that many times tasks are too broad and many sub-tasks are associated with them. Maybe separate modules need to be developed that build upon one another.

Field Testing:

After the checklist is completed you should go the location where the task is done and observe other staff completing the task. Go through the task with staff and then revise the scenario worksheet to accurately reflect the steps and sequence. Give it to someone who doesn't know anything about the task (or who doesn't ordinarily perform it) to read and follow—does it work?

Finally, have veteran employees perform the task with the sheet—does it work?

Get administrative approval:

Ask Participants: When you consider administrative approval, who should you talk to?

Possible Responses: Chief of Custody, Shift Supervisors, ASO, FUM, etc.

You need to ask yourself:

- Are these the steps the administration wants taken to complete the task?

Once you get their comments and guidance you need to:

- Revise to reflect the administration's position.
- Get administrative written approval. **This is critical!!!**

Now I want to move forward with this information and combine it with the information you developed earlier.

GUIDED PRACTICE

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On the scenario worksheet, list the steps required to complete the task you selected earlier. Think very simple, precise steps. If you need to, find a quiet spot and role play the activity.

Select a partner in your group and have him/her review the steps. One good technique is to verbally describe the steps in accomplishing the task while your partner checks how you recorded the steps. Could your partner perform the task simply by following the steps described on your scenario worksheet?

After careful review and revision, have your group facilitator review the steps with you and obtain sign off. Then you may enter the steps on a clean OJT module format sheet along with your topic and performance objective. You have approximately 20 minutes to complete this task.

Note to Trainer:

When the participants feel they are ready, they should review their worksheet with their group facilitator and request approval. Group facilitator should double check participant's steps to ensure that it meets the specified criteria. This process should take approximately ten minutes. Processing for this exercise will occur individually as the trainer reviews the participants' work and at the end of the final presentation.

INSTRUCTIONAL INPUT

Now that you have all the knowledge and skills required to develop an OJT module, next you will have the opportunity to learn about the process of teaching someone a new skill using the OJT teaching process. Earlier in this program you observed this teaching process when one of your fellow participants was trained in the "egg trick". Now we will discuss each step in detail.

The OJT teaching process is actually an 11 step process for transferring skills to a new employee. It may seem like a complex process at first glance, but these steps are fairly instinctual and flow easily. Within these 11 steps are four critical steps that I will emphasize as we review them.

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1. FTO puts participant at ease.

Remember your first few days? A new employee is dealing with a confusing environment and is facing a large volume of behavioral skills to learn. Do what you can to establish rapport and place the participant at ease. You also will need to consider how you are going to put a tenured staff member at ease. Remember that they are there to learn a new skill or as a remedial training as a performance issue. They will already be self-conscious about attending and your challenge is putting them at ease so they can learn.

2. FTO establishes reason to learn with participant.

The more the participant is aware of the importance or significance of the skill, the more attention and retention will result. This step is more than just a “grabber”, it answers the question why this topic is so important to learn.

Ask Participants: What part of the ITIP lesson plan addresses this concept?

Correct Response: Anticipatory Set. It answers the questions why and motivates the participant to learn.

Regardless of the training medium, motivating the learner is a critical part of the training and one that you always need to address.

3. Participant reads module Performance Checklist.

This begins to build the knowledge base for the behavioral activity to follow. Task documents that are too long become too difficult to absorb in one session. Learning needs to be divided into manageable bits. More than 8-15 steps may be too much for a given task. May need to develop “mini” task lists.

4. FTO reviews and summarizes task with participant, and goes over the performance objective.

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This allows the FTO to point out special areas of concern—watch for signs of confusion, etc. This is a good point to ask open ended, probing questions. Many times adults won't want to admit that they don't understand and won't ask questions.

5. *FTO explains and demonstrates the task as the participant observes. (1st Critical step).*

This begins the formal behavioral skills building process. This step exposes the participant to formal learning through observation and step by step instruction.

6. *Participant explains as FTO performs (2nd Critical step).*

This step reinforces the learning curve with the participant. It also checks for comprehension before the participant needs to perform and take a risk. It helps to reduce the chance of error when the participant is asked to perform in step #7. Repeat this step any time the FTO senses any confusion on the part of the participant.

7. *Participant explains and demonstrates task as FTO observes. (3rd Critical step).*

This confirms that the participant comprehends the steps and behaviors involved. FTO should encourage, coach, support, and provide productive feedback. Make sure all errors or shortcuts are caught at this stage of instruction. All steps must be followed in the proper order.

8. *FTO concludes "temporary proficiency" and directs participant to practice skill while working.*

FTO should make themselves available to spot-check, answer questions, etc. Never sign off on a skill on the same day as the instruction. Allow some time to pass to determine if the skill has truly been learned and behaviorally absorbed. Watch for short-cutting or lazy steps.

9. *FTO sets time and date for Proficiency Test concerning specific skill.*

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Make this a specific time and place. This sets a practice deadline for the participant and assures the participant will continue practicing the skill.

10. FTO conducts proficiency test with participant. (4th Critical step).

This should be a serious event. The FTO serves as the trained evaluator, and can judge proficiency, require additional practice and set new test date, or recommend remedial training. If the skill is not yet learned, or if the FTO is not yet satisfied with the performance, keep the participant in the practice phase. If practice does not solve the problem, perhaps it is not a training problem.

11. FTO and participant document completion of the skill.

Any remedial work needs to be documented. The FTO and participant should sign off to document the proficient acquisition of a new skill.

The following support items should always be used to ensure effective training process:

- Proper equipment
- Proper positioning
- Proper use of checklist
- Encouragement
- Good communication skills
- Give reasons
- Allow questions
- Always practice
- Give feedback
- Be a role model

Most importantly—***Always*** follow the process and prepare, prepare, prepare!!!

TRAINER ROLE PLAY

Now you will watch a demonstration of the OJT teaching process.

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Please use the evaluation form provided as your guide. Jot down notes about anything you want to comment on during the de-briefing.

The role play is only designed to illustrate the OJT teaching process—do not be concerned about the rather simplistic approach toward handcuffing that we use. Watch the process, not the content.

Note to Trainer:

Trainer should have a “poster size” checklist to use during the role play. This should be a serious role play with no surprises. The goal is to model the proper OJT teaching and documentation process. Watch the pacing so it does not get too long for the participants to sit through, but run it all the way up to setting the proficiency test. Present the cooperative handcuffing OJT module following all the steps. Role play requires a trainer, participant and an inmate/staff volunteer. Make sure you model the process as well as the documentation on the OJT Checklist form. After the role play de-brief with the participants: Trainer should ask specific questions about each of the steps of effective training discussed earlier. Example: How did the trainer set the participant at ease? Etc.

This exercise should prepare them for what will be expected of them during group presentations and their individual proficiency presentation on the last day of this training. This should be a serious role play with no surprises. The goal is to model the proper OJT teaching and documentation process. Trainer should be sitting at a desk as the trainee knocks on the door:

TRAINER: Come in, you must be Officer _____, I've been expecting you. I'm FTO _____. I was told you would be coming to see me today.

PARTICIPANT: (Looks surprised that the FTO knows their name and is pleased that the FTO knew they were coming)

TRAINER: SGT. _____ has told me that you've been doing quite well in your training, how do you like it here so far?

PARTICIPANT: It's hard to say, I've only been here a week and I've got to admit it's a little overwhelming.

TRAINER: That's natural to feel that way. I think you'll see that we've got a great training program lined out for you, and if you follow the steps we've outlined and learn each task individually it won't be so overwhelming.

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PARTICIPANT: I hope so.

TRAINER: Have you been through any of our other OJT modules?

PARTICIPANT: Yes. I've already had "Inspecting Handcuffs" and "Applying Rubber Gloves".

TRAINER: That's great! Those two modules will fit right in with what we're going to be going over today, which is "Handcuffing a Cooperative Inmate".

PARTICIPANT: (Nods acceptance)

TRAINER: First I want to emphasize to you how important handcuffing is in our facility. We've done a job task analysis which determined that handcuffing is one of the most frequent and critical tasks we perform. (Pause for effect) Second I want to emphasize our performance objective for this training module. "After explanation, demonstration and practice, you the trainee will handcuff 3 inmates in a row following all the steps described in this module." Do you have any questions?

PARTICIPANT: No, I don't. It seems pretty straight forward and it's all laid out in steps.

TRAINER: Great! Next I would like for both of us to document that you have read and understand what the performance objective is for this module. (Both Trainer and Trainee sign checklist)

TRAINER: The next step is for me to explain and demonstrate this task while you follow along with me on the checklist. If you have any questions as I demonstrate please don't hesitate to ask.

Note to Trainer:

A third trainer SGT. _____ will assist and play the role of the inmate being handcuffed. (Trainer demonstrates the task following all steps on the **checklist.**)

TRAINER: Do you have any questions?

PARTICIPANT: I noticed that you asked at one point if the handcuffs were too tight. Is it OK to ask the inmate if they are too tight?

TRAINER: Absolutely. Remember this is cooperative handcuffing, and it's OK to show respect to the inmate if they are conducting themselves appropriately.

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Do you have any other questions?

PARTICIPANT: No, I think I can do it now.

TRAINER: That's great! However, before you try it, I'd like to document the fact that you have observed me explain and demonstrate. (Both Trainer and Trainee sign checklist) And also before you give it a try, I'd like to demonstrate one more time while you explain and read the steps from the checklist. This will give you one more opportunity to observe before you actually perform the task. (Trainee nods in agreement) (Trainer demonstrates the task as the Trainee reads the steps from the checklist)

TRAINER: What questions do you have now that you've seen me demonstrate the task for a second time.

PARTICIPANT: None. It seems pretty clear.

TRAINER: Great! I'd like for both of us to document the fact that you explained the task while I demonstrated. (Both Trainer and Trainee sign checklist) Now it's your opportunity to perform the task. You've seen me perform the task twice, and if you follow all the steps on the checklist you'll do just fine. Any questions before you get started?

PARTICIPANT: No, I think I've got it. Oh, can I look at the checklist while I perform the task.

TRAINER: Yes, I'll have it available for you to look at. (Trainee demonstrates the task while the Trainer observes and gives any corrective feedback that is necessary)

TRAINER: Excellent! I see no reason that I can't declare temporary proficiency today! I would like you to practice a little more before your proficiency test. I am going to write a prescription for you on this checklist. It's my understanding that you'll be working in our receiving unit, is that correct?

PARTICIPANT: Yes.

TRAINER: In our receiving unit handcuffing is done frequently. Under the supervision of SGT. _____ I would like for you to handcuff 10 inmates a day for the next 5 days. That will help get you more comfortable with this task. A week from today I will be in the receiving unit and I will administer your proficiency test. Just as the performance objective states, you will handcuff 3 inmates in a row following all the steps in this module. Do you have any questions?

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PARTICIPANT: Can I use the checklist when I test?

TRAINER: No, you can't. Remember, this is a test. That's what the practice is for. You need to be comfortable enough with this task that you don't need to use the checklist. Do you have any other questions?

PARTICIPANT: No, you've made it very clear.

TRAINER: Super job today!

Note to Trainer: As both Trainer and Participant walks away, the Trainer states "Great new employee" and Participant states "Great trainer"...

Ask Participants: What did you notice that during this handcuffing role play that was different from the handcuffing roleplay that was performed earlier?

Possible Responses: The FTO was more helpful, they had much better communications skills, they provided opportunities to reinforce the skill.

Ask Participants: How did the trainer put the participant at ease?

Possible Response: They were reassuring to the participant that they could perform the skill, they provided the training at a slow pace that the participant could follow.

Ask Participants: What affect did the OJT training steps have on the transfer of knowledge?

Possible Responses: It enhanced the transfer of knowledge by reinforcing the concept through multiple learning strategies.

Ask Participants: How does this fit with your previous thoughts on providing OJT training?

Possible Response: It is a cleaner concept with more opportunities to practice and more reenforcement techniques.

Ask Participants: What benefits might you expect to see when

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using this OJT method?

Possible Response: An increase in skill and a higher quality of job performance.

Now that you've had a chance to see how the teaching process is utilized you're going to get an opportunity to apply this information.

GUIDED PRACTICE

Note to Trainer:

Provide participants training topics (optional). Have participants work in their small groups to complete the assignment outlined below. Double check participants' understanding of the exercise and review instructions if necessary. There is no instructor coaching as part of this activity. They work as autonomous groups. This is to confirm their learning about developing and delivering OJT modules. Allow approximately 45 minutes to prepare.

Bring the groups back together and conduct the demonstrations. Instruct all the participants to use the "group demonstration comment sheets" provided. Debrief after each demonstration. Trainer should conduct the debriefing process in the following order:

- FTO comments on and critiques his/her own effort
- Participant comments second
- FTO's group comments third
- All other groups comment fourth
- Trainers as a group make final comments

In your groups, select a fun topic that you can teach someone else in another group within ten minutes. Remember these rules:

- no job-related topics
- it must be based on a physical skill
- it must be short and simple so it can be covered three times in ten minutes.

Prepare a complete Performance Checklist on easel paper, it should include:

- topic

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- performance objective
- steps
- initialing columns
- certification and signature block

Select someone from your group to be the FTO and select someone from another group to be the participant in the selected task.

- Make sure your selected trainer can perform the task.
- Make sure your trainer follows all the steps in the OJT process.
- Be sure to set the time and date for the proficiency test.
- Make sure your trainer practices.

Remember this is a group exercise. Help your group's FTO by coaching and making suggestions during the demonstration if problems occur. Also, have some fun with this assignment!

After all the participants demonstrations are complete ask the following processing questions:

Ask Participants: What happened during this activity when you applied the techniques?

Possible Responses: They worked, they provided the participants with application strategies that reenforced the skill, at first I was skeptical that this would work but after the demonstration the technique was successful.

Ask Participants: What do you think was the most valuable part about this exercise?

Possible Response: The opportunity to see the technique in action, the transfer of knowledge through multiple instructional strategies.

Ask Participants: What can you do to help you remember this information or skill?

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Possible Response: Follow the steps laid out in the program.

INSTRUCTIONAL INPUT

As Field Training Officers you are now familiar with the writing of an OJT step by step checklist. Your job does not stop here. Your responsibilities also extend to completing a OJT Observation Report.

Note to Trainer:

Refer the participants to their manual.

The OJT Observation Report is completed by each FTO who comes in contact with the new employee. Each FTO will provide you input on what they observed regarding the employee's appearance, acceptance of feedback, interaction with offenders, adherence to security procedures, and overall professionalism. This input is in addition to the OJT Checklist they complete. The checklist concentrates on the learning of a new task, the Observation Report concentrates on what was observed during interaction with the new employee.

As you complete the Observation Report remember that you are measuring what we call "Duty" level behavior and not the way the new Officer actually performs the task. You should also make sure the behavior is measured against an approved agency standard. You need to give the new employee information that they can act upon and hopefully improve their performance. To help drive home these points I want you to watch a role play that you'll have an opportunity to discuss.

GUIDED PRACTICE

Instructions: In your groups, watch the following role play and take notes on the interaction you observe. Once the role play is finished you need to discuss what you observed and then complete the Observation Report in your student manual.

Trainer Role Play:

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Trainer: Come in, you must be Officer _____, I've been expecting you. I'm FTO _____. I was told you would be coming to see me today.

Note to Trainer: Participant has one pant leg rolled up and his back pocket is sticking out.

Participant: What's up dude? By the way, who is that freaking crack head that was working Control Center this afternoon, he... (*Trainer interrupts*)

Trainer: Excuse me sir, but that is not the kind of language that is expected from our new officers. Remember that we strive to be professional.

Participant: Oh, sorry dude...

Trainer: Now, let's talk about how you've been getting along with your training so far.

Participant: Yeah, I've seen some of these freaking convicts that act like they run the place around here...what kind of freaking prison is this anyway?

Trainer: I need to remind you again of our profanity policy. Please remain professional

Participant: Sorry dude...it won't happen again.

Trainer: The module we'll be going over today is "Handcuffing a Cooperative Inmate".

Note to Trainer:

Participant doesn't appear to be listening, and is staring off into the distance the opposite way of the trainer.

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Trainer: First, I want to emphasize to you how important handcuffing is in our facility. We've done a job task analysis which determined that handcuffing is one of the most frequent and critical tasks we perform. Second, I want to emphasize our performance objective for this training module. "After explanation, demonstration and practice, you the trainee, will handcuff three (3) inmates in a row following all the steps described in this module." Do you have any questions?

Participant: Hey dude, what was that chick's name that trained me how to inspect the handcuffs? She was hot! Boy, I'd like to inspect her restraints!!

Trainer: Her name was Officer Jones. Once again, I need to remind you to maintain your professionalism. We will not tolerate those types of comments about other staff. Now do you have any questions about the handcuffing module?

Participant: Nah, it's all good.

Trainer: I would like for both of us to document that you have read and understand what the performance objective is for this module. *(Both trainer and trainee sign checklist, but the trainee still appears to be disinterested.)*

Note to Trainer:

A third trainer, SGT. _____ will assist and play the role of the inmate being handcuffed. (Trainer demonstrates the task following all steps on the checklist.)

Trainer: Do you have any questions?

Participant: Why in the hell would you ask the inmate if the cuffs were too tight? It's just a stinking convict isn't it?

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Trainer: Once again I'll remind you of your responsibilities as a Corrections professional. It's OK to show respect to the inmate if they are conducting themselves appropriately. Do you have any other questions?

Participant: Nah. Man, I just think we worry to much about the convicts comfort around here.

Trainer: Now, before you try it, I'd like to document the fact that you observed me explain and demonstrate. *(Both trainer and trainee sign checklist)* And also, before you give it a try, I'd like to demonstrate one more time while you explain and read the steps from the checklist. This will give you one more opportunity to observe before you actually perform the task. *(Trainer demonstrates the task as the trainee reads the steps from the checklist.)*

Trainer: What questions do you have now that you've seen me demonstrate the task for a second time?

Participant: I don't have any questions so lets get on with it already.

Trainer: I'd like for both of us to document the fact that you explained the task while I demonstrated. *(Both trainer and trainee sign checklist)* Now it's your opportunity to perform the task. You've seen me perform the task twice, and if you follow the steps on the checklist you'll do just fine. Before we get started I want to ask you again, "What questions do you have about the steps of this technique?"

Participant: Nah, man I ain't got no questions.

Note to Trainer:

Trainee demonstrates the task while the Trainer observes and gives any

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corrective feedback that is necessary. During the application of handcuffs the trainee actually clicks the handcuffs tight enough on the inmate's wrists that the inmate yells "OW!" To which the trainee then laughs. The trainer has to coach the trainee to release the handcuffs and re-apply so they aren't so tight. Other than that, the trainee performed the task flawlessly.

Ask Participants: What did you notice about the actions of the now officer?

Possible Response: Bad attitude, lack of interest, lack of concern for safety, lack of professionalism, concern for other staff and the offenders.

Ask Participants: What types of areas beyond the technique, did you see the FTO focus on and why is this important?

Possible Responses: The need for professionalism and respect. FTOs will mentor staff and their examples of conduct will be mimicked by others.

This exercise along with the other components of this training will provide you with the foundation of being a FTO but just giving you these basic tools doesn't mean that you can create and deliver a training module. This training program won't be complete until you have the opportunity to demonstrate that you can develop an OJT module and deliver it using the OJT teaching process. So who are you going to train? You're going to have the opportunity to train a colleague but before we begin let's review the instructions for the OJT proficiency test:

- You have selected an OJT topic that was simple and reflected a task that is skill based.
- You have also written a performance objective and developed a list of steps for accomplishing the task.
- You have gathered any materials and practiced delivering the topic.
- Now you will actually use the module to train a colleague in the task. You will be in a safe environment with only your small

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group.

- Use your module as a lesson plan, and the OJT proficiency test comment sheet as your control sheet. You will need 2 copies of your module, turn one into your group facilitator at the start of your session.
- Please participate fully in the debriefings. Your colleagues will benefit from your observations and advice.

Now let's move forward and give you a chance to practice.

GUIDED PRACTICE

Note to Trainer:

Move the participants to breakout rooms and conduct small group activities until all participants have presented their modules. Group facilitator should serve as timekeeper, structure the order of presentation, and conduct the debriefing.

Most participants will be judged proficient on the master comment sheet. If someone seems incapable of following the process or doesn't take it seriously, check the "needs work" line and make a written comment. Encourage full participation in the debriefings. Continually reinforce that it is not being able to perform the topic but the process outlined on the comment sheet that is being assessed. Each group member should complete a comment sheet for each presentation. It is always advisable to have extra sheets available in each small group room.

Should the participant "freeze up" the group facilitator's may allow them to start over or wait and try again as the last presenter. There is usually high anxiety and nervousness in some participants even in the "safe" small group room. Any exceptional problems should be noted on the master comment sheet.

Trainer should conduct the debriefing process in the following order:

- FTO comments on and critiques his/her own effort
- Participant comments second
- FTOs group comments third
- Facilitator comments Positive - areas challenged.

EVALUATION AND CLOSURE

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Ask Participants: What are the 11 steps used in the process for transferring skills to a new employee?

Desired Response:

1. Put the participant at ease;
2. Establish reason to learn;
3. Participant reads the module Performance Checklist;
4. FTO reviews and summarizes task with participant and goes over the performance objective;
5. FTO explains and demonstrates the task as the participant observes;
6. Participant explains as the FTO performs task;
7. Participant explains and demonstrates task as the FTO observes;
8. FTO concludes "temporary proficiency" and direct the participant to practice the skill while working;
9. FTO sets time and date for proficiency test concerning specific skill;
10. FTO conducts proficiency test with participant; and,
11. The FTO and the participant document the completion of the skill.

Ask Participants: How can following the Training Cycle help you in the development and refining of your OJT Program?

Possible Response: It covers the steps for development and helps to ensure that the curriculum is needed and that it works.

Ask Participants: What should the performance objective for an OJT Program focus on and what is the most critical aspect of the instructional strategy?

Desired Response: The objective should be designed to focus on a physical skill and there needs to be application of the skill to ensure the transfer of learning.

Ask Participants: What barriers do you think you might encounter when beginning to utilize this concept and what strategies do you

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think you might use to over come them?

Possible Responses: *Barriers:* Time, paradigms of the staff and supervisors. *Strategies:* Show that the process works, gain support from the administration first.

Note to Trainer:

Explain to participants that the work site administrators have been briefed on this program and are aware of the requirements.

This program was designed to provide a structured format to the OJT Program, making it cleaner and more effective. This concept is being taught across the nation and it will work. Use the 11 steps to reenforce learning; develop a clear, concise, measurable and realistic performance objective; and document the process to defend against litigation.

This training program will reenforce the foundational concepts that are provided at the Training Academy and will increase the skills and abilities of the staff, just as we increased your skills and ability to present this program using these performance objectives:

- Given a topic, write a performance objective that meets the criteria identified in this training module.
- Using a scenario worksheet, outline the steps need to complete a task, according to the specified criteria.
- Using the OJT concept, develop and present a training module based on the guidelines presented in this program.

OJT is often where the real life training takes place and this program will provide the tools that will increase the effectiveness of your current training program. This type of training will help reenforce the skills that our employees need and the quality that the administration expects.